

Reading Assessments-Early Literacy

TITLE	DESCRIPTION	TYPE OF ASSESSMENT	GRADE LEVEL	SKILLS/STANDARDS ASSESSED	REPORT FORMAT/ RESULTS TYPE
95% products	The 95 Percent Group Inc. Phonics Screener for Intervention (PSI) and Phonological Awareness Screener for Intervention (PASI) provide teachers tools to use with students to assess the student's abilities/difficulties in reading and help in designing intervention activities to address these specific difficulties.	screening	K-3	Phonological awareness, phonics	Licenses for these products are priced on a per-school basis, rather than a per-classroom basis. They are designed primarily for K-1 (<i>PASI</i>) and Grades 2-3 (<i>PSI</i>) use. The PSI may also be used in higher middle school grades.
AIMS Web Pro Reading	AIMSweb Pro Reading consists of Curriculum-Based Measurement (CBM) testing materials and web-based software to provide schools with a 3 Tier Progress Monitoring and Response to Intervention System.	progress monitoring	K-8	General reading achievement, reading comprehension, spelling, mathematics, and written expression. Early literacy skills (phonics and phonological awareness) and early Numeracy (number sense) are constructed similarly to form downward extensions	<p>AIMSweb Pro Reading includes the following assessments:</p> <ul style="list-style-type: none"> Reading-CBM Oral Reading Fluency Spanish Reading-CBM Spanish Oral Reading Fluency Maze-CBM Reading Comprehension

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				of CBM.	<p>TEL-CBM</p> <p>Test of Early Literacy</p> <p>MIDE-CBM</p> <p>Spanish Early Literacy</p> <p>AIMSweb Pro Reading also provides data management and reporting for the following 3rd party assessments:</p> <p>DIBELS™</p>
<p>DIBELS</p> <p>(Dynamic Indicators of Basic Early Literacy Skills)</p>	<p>The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. DIBELS were developed to measure recognized and empirically validated skills related to reading outcomes. Each measure has been researched</p>	<p>screening</p> <p>benchmark</p> <p>progress monitoring</p>	K-6	<p>Phonological Awareness, Alphabetic Principle, Fluency with Connected Text, Vocabulary, and Comprehension</p>	<p>Generate automated reports immediately after data is entered.</p> <p>Reports are available at the student, class, school, district, and project level.</p> <p>Benchmark reports include: histograms, district norms, box plots, individual student profiles, class list reports, and scatter plots.</p> <p>Individual progress monitoring graphs to see how students are responding to additional instruction and intervention.</p> <p>Most reports are available as web pages (for viewing online) and as PDF files (for downloading and printing).</p> <p>Users can generate raw data sets (DIBELS</p>

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	and demonstrated to be reliable and valid indicators of early literacy development and predictive of later reading proficiency to aid in the early identification of students who are not progressing as expected.				or IDEL, benchmark or progress monitoring data) for archival purposes or running analyses.
Fountas and Pinnell Leveled Literacy Intervention (assessment and intervention)	The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary intervention program designed for young children who struggle with reading and writing. Assessment included in each kit.	benchmark progress monitoring	K-8	Phonemic awareness, phonics, fluency, vocabulary, comprehension	uses specially created Benchmark Books to place students on Fountas and Pinnell's A–Z gradient creates a quantifiable assessment of reading comprehension links assessment to instruction to meet students' specific needs comes with recording forms, checklists, and data-management resources offers a Professional Development DVD for support
Grade Pearson Assessments	The Group Reading Assessment and Diagnostic Evaluation (GRADE) is a normative diagnostic reading assessment that determines developmentally what skills students from Pre-K through	diagnostic benchmark	PreK-12	Assesses early reading skills in phonological awareness and phonics as required by federal and state programs like Reading First and Early	Norm referenced Stanines, Percentiles, Grade Equivalents, Standard Scores, Normal Curve Equivalents, and Growth Scale Values Features: Out-of-Level Norms

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	12 have mastered and where they need instruction or intervention.			Reading First.	
MAP for Primary Grades (North West Evaluation Association) NWEA	Diagnostic and computerized adaptive assessments in Reading and Mathematics specifically designed for early learners.	benchmark/baseline diagnostic/screening	K-2	Phonemic Awareness, phonics, concepts of print, vocabulary, word structure, comprehension, writing	<p>Identify the skills and concepts individual students have learned.</p> <p>Diagnose instructional needs.</p> <p>Monitor academic growth over time.</p> <p>Make data-driven decisions at the classroom, school, and district levels.</p> <p>Place new students into appropriate instructional programs.</p>
PALS	PALS-PreK is a scientifically-based phonological awareness and literacy screening that measures preschoolers' developing knowledge of important literacy fundamentals and offers guidance to teachers for tailoring instruction to children's specific needs. The assessment is designed to be administered to four-year-olds in the fall of PreK in	screening diagnostic progress monitoring	PreK-3	The assessment reflects skills that are predictive of future reading success and measures name writing ability, upper-case and lower-case alphabet recognition, letter sound and beginning sound production, print and word awareness, rhyme awareness and nursery rhyme	The assessment scores indicate children's strengths and those areas that may require more direct attention.

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	<p>order to guide instruction during the year. A second administration in the spring of PreK serves to evaluate progress.</p> <p>PALS-K provides a means of matching literacy instruction to specific literacy needs and provides a means of identifying those children who are behind in the acquisition of fundamental literacy skills.</p> <p>PALS 1-3 is used with children in grades 1, 2, and 3 to identify students at risk of reading difficulties. PALS 1-3 is designed to measure young children's knowledge of literacy fundamentals and can be used as a diagnostic tool to provide teachers with explicit information to help guide their teaching.</p>			<p>awareness.</p> <p>PALS-K is a measure of children's knowledge of literacy fundamentals: phonological awareness, alphabet recognition, concept of word, knowledge of letter sounds and spelling.</p>	
Pearson BASIS	The <i>Basic Achievement Skills Individual Screener (BASIS)</i> will help quickly screen children's reading,	screening	1-12	Reading skills	BASIS yields both criterion-referenced and norm-referenced information and features an optional 10-minute descriptive writing exercise. All basic test

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	mathematics, and spelling skills.				items in reading, mathematics, and spelling are grouped in grade-referenced clusters. Hand-scorable
Pearson Benchmark	<p>Comprehensive, customizable, web-based testing, reporting, and analytics</p> <p>Capable of taking multiple measures of student performance against standards at any time throughout the school year</p>	benchmark progress monitoring	K-8	<p>Assess student progress against standards</p> <p>Take measures of student performance against standards at any time throughout the school year.</p> <p>Monitor student progress against standards, address deficiencies and recheck mastery with student performance results collected over time.</p> <p>Target instruction and shorten assessment cycles,</p> <p>Collect data to diagnose student learning needs and target instruction to address those needs.</p>	<p>Offers user-friendly, wizard-driven processes</p> <p>Supports online and offline, paper/pencil, assessment delivery</p> <p>Enables on-demand performance measurement</p> <p>Measures against state and district standards</p> <p>Data analysis and reporting tools</p>
Reading Fluency Benchmark	Reading Fluency Benchmark Assessor (RFBA) is a way to	screening	1-8	Reading fluency	RFBA enables teachers to determine where each student ranks relative to

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Assessor (RFBA)	measure reading fluency and screen for reading problems. The RFBA passages can be used to assess student progress and identify those who may need intervention with a fluency-building program.				national reading norms.
Reading Fluency Progress Monitor (RFPM)	Reading Fluency Progress Monitor (RFPM) allows teachers to monitor students' fluency development through regular assessment, as often as once a week, using grade-level passages. RFPM requires minimal training, and is a predictor of future performance.	progress monitoring	1-8	Fluency development	Graphs and record sheets for manual record keeping. Normative data to aide in decision making based on results.
Read Naturally	Read Naturally combines teacher modeling, repeated reading, and assessment and progress monitoring. Read Naturally's programs provide a structured learning environment.	diagnostic progress monitoring	1-8	basic word reading and decoding skills	Individually administered diagnostic assessment that helps teachers plan instructional or intervention programs
Renaissance Learning	Determine the reading level of each student, measure individual and class growth,	screening progress monitoring	K-3	Phonemic awareness, phonics, fluency, vocabulary,	Norm-reference

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STAR Reading	and forecast results on standardized tests	benchmark		comprehension	
Rigby eAssessment	technology-assisted benchmark reading assessment system monitors progress required to meet national goals for K-3 reading competency	benchmark progress monitoring diagnostic	K-3	Phonemic awareness, phonics, fluency, vocabulary, comprehension	Placement — each student's individual reading level for initial instruction Diagnostic — a five-pillar diagnostic that pinpoints strengths and development areas in comprehension, phonics, phonemic awareness, fluency, and vocabulary
Rigby mClass Reading 3D	The mCLASS Reading 3D solution features a set of more than 40 acclaimed Rigby books for use with benchmark Early Literacy Diagnostic Reading Record assessment and the Knowledge of Print Measure.	benchmark diagnostic	K-4	Early Literacy Diagnostic Reading Record assessment and the Knowledge of Print	See website for further details
Rigby PM Benchmark Kits	A system of leveled fiction and nonfiction test to assess each student's reading level. Field tested with students and effective for student placement and assessment.	benchmark	K-5	Phonemic awareness, phonics, fluency, vocabulary, comprehension	See website for further details
ThinkLink	The ThinkLink Learning Predictive Assessment Series	benchmark	K-3	A combination of reading, writing,	Class Summary with results for the entire

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	utilizes a scientific approach that matches diagnostic assessments to each state's high-stakes test. It predicts student proficiency, mastery, and AYP performance.	diagnostic		<p>phonics and word study</p> <p>Emphasis on comprehending strategies</p> <p>Attention to the features of nonfiction and fiction texts</p> <p>Specific work on sounds, letters, and words in activities designed to help children notice the details of written language and learn how words “work”</p> <p>Help for students in expanding their vocabularies</p> <p>Explicit teaching for fluent and phrased reading</p> <p>Opportunities to write about reading to learn a variety of writing strategies</p>	<p>class.</p> <p>Student Report provides mastery level by objective for every student.</p> <p>Objective Report provides an item analysis showing the difficulty level of each item as well as the state CRT and national NRT objective and sub-skill.</p> <p>Student Subskill Report shows mastered subskills as defined by each state.</p> <p>Answers Report details the answer for every item for every student.</p> <p>Student proficiency levels match the state's cut-offs defined in the No Child Left Behind state plan identifying the state-specific proficiency levels.</p> <p>Comparison Report shows the progress by objective over the course of the year.</p> <p>Grade-wide summary is provided for each grade tested in the school.</p> <p>Individual Student report is designed to encourage student and parent involvement</p>
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T PRO	The Test of Primary Reading Outcomes (T-PRO) is a diagnostic and outcomes measure that will provide school personnel with a baseline assessment of and feedback regarding students' strengths and weaknesses in reading. T-PRO helps teachers monitor progress and provide early intervention to struggling readers by targeting skills needing extra attention.	diagnostic progress monitoring outcome	K-3	Phonemic awareness, phonics, fluency, vocabulary, comprehension	Provides baseline
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